



Grades 9–12

3.1.9-12.N Life Science: Interdependent Relationships in Ecosystems

Students who demonstrate understanding can *design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*

Clarifying Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.

Assessment Boundary: N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. 	<p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. 	<p>Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable.

Pennsylvania Context: Examples of Pennsylvania context include but are not limited to local connections to agriculture, invasive species, urbanization, and resource management for maintaining biodiversity and preserving the ecosystem.

PA Career Ready Skills: Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.



Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.04.01.01.c: Devise strategies for stewarding natural resources at home and within community.
Science, Environmental Literacy and Sustainability (NAEE)	9-12 Strand 2.3.A. Human-environment interactions: Learners analyze ways that humans interact with their environment and how these interactions change with technological developments. Learners determine costs and benefits to different groups in society as well as unintended consequences. 9-12 Strand 3.2.D. Evaluating the results of actions: Learners evaluate the intended and unintended consequences of design solutions, their own civic actions and actions taken by other individuals and groups, including environmental, social, and economic implications for long-term sustainability.
PA Core Standards: ELA	CC.3.5.9-10.G: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CC.3.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. CC.3.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CC.3.5.11-12.H: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CC.3.6.9-12.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PA Core Standards and Practices: Math	MP.2: Reason abstractly and quantitatively. CC.2.1.HS.F.3: Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data display. CC.2.1.HS.F.4: Use units as a way to understand problems and to guide the solution of multistep problems.
PA Standards: Social Studies	6.1.9.B: Identify the origin of resources and analyze the impact on the production of goods and services. Analyze how unlimited wants and limited resources affect decision making. 7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.
Educational Technology (ISTE)	1.4. Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
Technology and Engineering (ITEEA)	STEL-1R: Develop a plan that incorporates knowledge from science, mathematics, and other disciplines to design or improve a technological product or system.